DOCUMENT RESUME

ED 348 086 JC 920 376

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TITLE National Center for Urban Partnerships.
INSTITUTION National Center for Urban Partnerships, New York, NY.
PUB DATE 92
NOTE 28p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agency Cooperation; *College Transfer Students; Community Colleges; Community Development; *Consortia; Cooperative Programs; *Educationally Disadvantaged; Government School Relationship; Higher Education; *Institutional Cooperation; Minority Groups; School Community Relationship; Transfer Programs; Two Year Colleges; Universities; Urban Education; *Urban Programs
IDENTIFIERS *National Center for Urban Partnerships

ABSTRACT

An overview is provided of the development and activities of the National Center for Urban Partnerships, located on the Bronx Community College (BCC) campus in New York. Introductory comments describe the Center as a consortium of cities committed to improving student transfer through community-wide efforts, and outline the four conditions for joining the consortium; these include designating an oversight leader; obtaining representation from top-level individuals in government, schools, colleges, business, and community-based organizations; developing strategic plans to help significant numbers of underserved, urban students prepare for and obtain postsecondary degrees; and participating in data-gathering efforts. The bulk of the paper consists of summaries of structure, accomplishments, and goals of each of the 11 participating city networks, including: (1) the Bronx Education Alliance at BCC; (2) the Denver Network at the Community College of Denver, Colorado; (3) the Houston Networks Team at Houston Community College, Texas; (4) the Memphis Team at Memphis State University, Tennessee; (5) the Miami-Dade Networks Team at Miami-Dade Community College, Florida; (6) the Newark Team at Essex County College, New Jersey; (7) the Northern Alameda County Regional Alliance for Educational Development at Peralta Community College District, Oakland, California; (8) the Phoenix Think Tank at Maricopa County Community College District, Tempe, Arizona; (9) the Santa Ana Networks Team at Rancho Santiago College, California; (10) the Queens Urban Partnership at LaGuardia Community College, Long Island City, New York; and (11) the Seattle Coalition for Educational Equity at Seattle Community College District, Washington. (PAA)

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National Center for Urban Partnerships

by
Richard A. Donovan

National Center for Urban Partnerships
New York, N.Y.

JC 920 376

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Introduction

In 1983, alarmed by the small numbers of urban, community college transfer students receiving baccalaureate degrees, the Ford Foundation began a series of initiatives to help two-year institutions better prepare such students for four-year programs. From the outset, Networks/The National Center for Urban Partnerships served as the facilitating agency for participating colleges. After ten years of field testing, many of these early programs have been institutionalized, others have inspired successful adaptations, and dozens of independent efforts have addressed and continue to address the same target populations. Clearly, increasing the number of urban, often minority students, receiving associate and baccalaureate degrees is at the heart of a national trend.

But more is needed. Rampaging youths in Los Angeles and other cities recently dramatized for the nation the anger and hopelessness of many inner-city residents. While there are no definitive answers to the questions raised by this violence, surely substantive answers must include education. If students are to elect to stay in school, let alone pursue postsecondary degrees, they must be offered direction and support. If any city is to succeed in redirecting the energies of its most obstreperous or indifferent young, responsive programs must be crafted by its citizenry. Now more than ever, without the luxury of time, new partnerships must offer our students direction and hope. The good news is that well before "Los Angeles," groups within cities sensed the urgency of this challenge, and urban partnerships began evolving across the country.

Background of the Project

From 1983-1987, the Foundation supported the Urban Community College Transfer Opportunities Program (UCC/TOP), a consortium of 23 two-year colleges working closely with nearby four-year institutions to identify and support prospective transfer students. Through UCC/TOP, transfer practices at both two- and four-year colleges began to improve. Among their many initiatives, UCC/TOP colleges developed more sophisticated advisement systems for students preparing to transfer; they reviewed and toughened their curricula to make students more transfer-ready; they worked with nearby four-year institutions to offer summer and intersession programs for particularly able prospective transfers; and they helped shape a growing consensus that if two- and four-year colleges truly were to understand the performance of transfer students, better tracking and record-keeping systems had to be developed. Although school-college partnerships were not a formal component of the original UCC/TOP design, two-year colleges tended to collaborate with schools almost as often as they did with colleges. If more at-risk youths were eventually to receive postsecondary degrees, two-year colleges argued, it was essential to identify and support promising youngsters early.

At the end of UCC/TOP's first phase, the consortium issued a book-length report, Transfer: Making it Work (AACJC, 1987), which presented and elaborated upon 34 practical recommendations for two- and four-year colleges. The book, reviewed in The New York Times, The Washington Post, and The Chronicle of Higher Education, prompted much discussion and its recommendations offered a checklist for many institutions as they created or reviewed their transfer programs.

A major dissemination effort constituted phase two. From 1988-1989, approximately 300 persons representing 82 two-year colleges 23 four-year colleges, and 13 public school systems--by now, schools had become a formal part of the project--attended one-day regional workshops to develop local transfer plans. Consultants for these workshops were drawn largely from UCC/TOP faculty and staff. After each workshop, several institutions received assistance to adapt transfer ideas explored at the workshops, or simply to address local problems.

The City-Wide Transfer Project

Throughout phases one and two, it became clear that increasing the number of two-year and four-year college graduates in any urban community was a sufficiently complex and important task to require the attention of the full community. As a consequence, Networks proposed to the Foundation and to the Fund for the Improvement of Postsecondary Education (FIPSE) that if the participation and advancement rates of urban, minority students were to be significantly increased, it was essential to mobilize communities. Thus, City-Wide Transfer was born.

In 1989, sponsored jointly by Ford and FIPSE, the first city-wide teams were established in Seattle, Oakland, Miami, San Antonio, and the Bronx; an existing team in Phoenix completed the consortium. To begin their work, these teams established executive or planning committees that included representatives from business, community-based organizations, and government as well as from local schools and colleges. These executive committees met to develop strategic plans for their cities. Smaller working committees began to implement initiatives consistent with the plans.

The initial results from the pilot cities were promising and led the Foundation to award Networks start-up monies to assist approximately fifteen city teams; more substantial awards would be forthcoming to some advanced teams. To broaden its urban coalition, Networks reached out to non-traditional partners--the National League of Cities and the U.S. Conference of Mayors--both of which agreed to co-sponsor the project. Bronx Community College and the City University of New York underscored their commitment to the project by establishing the National Center for Urban Partnerships on the Bronx campus in Fall, 1991.

The Center's expectations are ambitious. Cities invited to join the consortium have been asked to commit to four tasks:

* Teams will designate a leader responsible for overseeing team activities.

* Teams will be represented by top-level representatives from schools, colleges, government, business, and community-based organizations.

* Teams will develop strategic plans to help significant numbers of underserved, urban students prepare for and attain postsecondary degrees.

* Teams will participate in agreed-upon data-gathering activities and be involved in all consortium activities.

As of May, 1992, eleven cities have agreed to these terms, been visited by small teams representing the Center, and applied for $25,000 stage-one awards. At this time, negotiations have begun with five other cities that have expressed serious interest in the project's goals.

Early results are encouraging. Despite the unwieldy nature of the task, city-wide teams are developing plans that will offer practical aid to the students most in need. The problems teams experience are inevitable and become less intimidating when shared among others. Some are universal and part and parcel of our creative challenge.

In the awful glow of Los Angeles's fires, we at the Center see the activities of the teams as crucial . We hope that the pain of recent events can be used to clarify goals, to drop the barriers of tradition and turf, and to fire our own motivation with new urgency. As the achievements of teams become known, they may confound cynics by offering workable models to a growing network of cities.

Richard A. Donovan
Director

Barbara Schaier-Peleg
Associate Director

DESCRIPTION OF TEAM ACTIVITIES

Eleven cities are now members of the National Center for Urban Partnerships. The composition of each Team, its past collaborative activities, and future plans are described on the following pages. We hope that each description, though brief, will offer a sense of a city's priorities and the way they are being addressed. The name, address, and telephone number of a contact person for each Team is included. We encourage you to communicate with one another.

BRONX EDUCATION ALLIANCE

Convening Institution: Bronx Community College
West 181st Street and University Avenue
Bronx, New York 10453

Contact Persons: Carl Polowczyk (212) 220-6185
Dean of Academic Affairs

Michael Gillespie (212) 220-6079
Director, Bronx Principals' Center

Charlotte Honda (212) 220-6020
Chair, Health and Physical Education

Structure:

The Bronx Education Alliance is led by an inter-institutional Executive Committee, chaired by the President of Bronx Community College. The committee is composed of college presidents, local and state school board leaders, government officials, community-based organizations, school officials, sub-committee chairs, and business executives. This committee acts as a policy board for Alliance activities.

The inter-institutional Program Committee is composed of college administrators, principals, health care providers, clergy, community and business leaders. This committee will ensure the implementation of Alliance programs. The committee has two sub-committees, K-12 and post-secondary, whose chairs sit on the Executive Committee.

Past Activities:

The Bronx Education Alliance represents a major expansion of the Bronx Articulation Project, which began as an outgrowth of the **Bronx Principals' Center** in 1988. Two sub-committees were established to guide and direct the activities of the Articulation Project.

The first sub-committee, composed of kindergarten through college educators and health care professionals, was established to meet the challenge of the Bronx Borough President to upgrade both educational and health services throughout the borough. The second sub-committee, composed of principals and science educators, was established to enhance the quality of science instruction from kindergarten through college.

To further these activities, the **Principals' Center** formed an advisory committee which helped it conceptualize and implement a series of conferences and workshops in science and health care for Bronx educators at all levels.

Future Activities:

The Bronx Education Alliance anticipates pursuing the following kinds of projects:

* **The Bronx Literacy Network** will promote increased rates of literacy among Bronx residents. Special attention will be given to increasing the number of Bronx adults who have earned the GED and can enter borough colleges.

* **The Bronx Consortium for Excellence in Mathematics and Science** will involve K-16 educators, parents, and business leaders. The program will feature ongoing teacher development and "family math and science" training. In addition, businesses will be asked to provide Bronx youth with internships and summer jobs so that they can develop and apply their science and mathematics competencies.

* **The Bronx College Transfer Partnership** will involve two-year and four-year college educators throughout the borough. Its primary purpose will be to develop and implement strategies to facilitate the academic and social transition of increased numbers of community college students to senior colleges in the borough.

THE DENVER NETWORK

Convening Institution: Community College of Denver
1111 West Colfax Avenue
Denver, Colorado 80204

Contact Person: Byron N. McClenney (303) 556-2411
President

Structure:

The Community College of Denver (CCD) will serve as the convening partner of a collaborative effort involving the Denver Public Schools (DPS), Metropolitan State College of Denver (MSCD), the University of Colorado at Denver (UCD), Colorado Alliance of Business, City and County of Denver, Denver Social Services, Colorado VIP Student Program, the Clayton Foundation, and the Greater Denver Chamber of Commerce. Additional partners will be welcome at any time.

The Denver Network will operate with an Executive Committee composed of the chief executives of the participating entities and an Operations Committee composed of designated representatives. The Executive Committee will meet on a quarterly basis and the Operations Committee will meet at least monthly to further the work of the Network. The Director of the Denver Network will facilitate the work of both groups.

The mission of the Network is to create a collaborative effort characterized by sharing, participation, and ownership which will establish a "seamless web" of services focused on high school graduation, access to higher education, and college graduation for disadvantaged inner-city residents.

Past Activities:

A comprehensive plan for Denver was developed under former Mayor Federico Pena. It called for collaboration and motivated an effort which led to an Education Council chaired by the mayor. The Council floundered for almost two years before participants decided to abandon the effort. Numerous collaborative ventures and partnerships were spawned, however, and by 1991 there were dozens of such efforts in place.

Future Activities:

Among its efforts, the Network team will address the following:

* It will create **an inventory of existing partnerships** which support the team's mission.

* It will create **a cohort tracking system** starting no later than ninth grade in DPS.

* It will create **vertical teams of faculty members by discipline** to focus on student outcomes and smooth transitions.

THE HOUSTON NETWORKS TEAM

Convening Institutions:

Houston Community College
22 Waugh Drive
P.O. Box 7849
Houston, Texas 77270-7849

Contact Person:

Marcia Hardney (713) 869-5021
Assistant to the Chancellor

Rose Hicks (713) 892-6265
Deputy Superintendent for
Educational Programs
Houston Independent School
District

Structure:

The Houston Networks will be composed of the Houston Community College System (HCCS), the Houston Independent School District (HISD), the University of Houston (UH), Texas Southern University (TSU), and the Medical Center College affiliates. Minority community groups will be represented by the Houston Metropolitan Organization--an African-American agency, the Association of Mexican-Americans, and the Asian-American Coalition. Business will be represented by the Greater Houston Partnership, a 250-member Chamber of Commerce umbrella for world trade advocacy, economic development, and convention/visitor promotion.

Past Activities:

During the past few years, promising collaborative programs have emerged in Houston:

* HCCS and UH received two **transfer partnership grants** from the American Council on Education that enabled faculty teams in English, history, and mathematics to assess classroom activities and jointly focus on the design of new courses.

* The **Southeast Texas Consortium for Educational Opportunity** consists of nine Texas Gulf Coast private and public institutions of higher learning. Consortium institutions work in teams to present workshops to parents and their children of middle school age in order to get across the message, "Stay in school." The consortium has also begun to develop a collaborative "transition" technological education model for students as they move from elementary school through college.

Future Activities:

During stage-one of the project, the Houston Networks Team in recognizing the need to involve family and community in the educational process, proposes to undertake:

* The development of a **strategic plan and formal structure** to carry out the Networks mission in collaboration with other organizations.

* The role of a **catalyst** for collaboration among agencies, institutions, and corporations which share Networks goals.

* The **design and implementation of systems** for monitoring the success of students.

THE MEMPHIS TEAM

Convening Institution: Memphis State University
College of Education
Memphis, Tennessee 38152

Contact Persons: George Etheridge (901) 678-2352
Director of Graduate Studies

H. Arch Griffin (901) 528-6781
Assistant Dean
Shelby State Community College

Structure:

The Memphis Team mission is to serve as a catalyst in providing access, resources, and opportunities for African-Americans to realize their potential and achieve academic success by increasing matriculation, retention, and graduation rates from post-secondary education.

Memphis State University (MSU) will serve as the convening institution. An Executive Committee will guide the Memphis team and will be composed of key representatives of secondary and postsecondary education, business, government, community leaders, health, and justice. The initial selection of team members was driven by the desire to secure persons who were knowledgeable about the local infrastructure and the connections necessary to be "movers and shakers."

Past Activities:

Different Memphis partnerships already exist:

* Now in its fifth year, a comprehensive **Middle College High School (MCHS)** is located on Shelby State Community College's (SSCC) Midtown campus and enables 300 at-risk students to complete their high school requirements. Many of these students elect college courses while still at MCHS and later enroll in the college as full-time students.

* As members of the **National Center for Academic Achievement and Transfer**, MSU and SSCC faculty are jointly reviewing and revising the general education core and looking at other ways to increase the transfer of community college students to a four-year institution.

* MSU's College of Education and Department of Anthropology have joined Melrose High School in a program to develop a model for neighborhood-school-university interactions.

The **Orange Mound Collaborative** brings the resources of MSU to assist the development of neighborhood-based programs for urban high school students that foster Melrose as a strong, positive, community resource.

Future Activities:

Among its initial activities, the Memphis Team will address the following:

* It will complete a **survey of community projects** relevant to the team's mission.

* It will develop clear, articulated, **action plans**.

* It will build upon **ongoing collaborative relationships** that complement and supplement team goals.

MIAMI-DADE NETWORKS TEAM

Convening Institution: Miami-Dade Community College
360 N.E. 2nd Avenue
Miami, Florida 33132-2297

Contact Persons: Jon Alexiou (305) 237-7451
Vice President for Education

Kevin Crain (305) 237-7449
Director, Miami-Dade County Networks Team

Structure:

The Miami-Dade County Networks project is coordinated by Miami-Dade Community College (M-DCC) through the Office of the District Vice-President for Education. An Executive Committee composed of representatives from the Dade County Public Schools, M-DCC, Florida International University, Barry University, Florida Memorial College, University of Miami, and key leaders from business and industry develops the Team's long-range goals and objectives and recommends plans for implementation.

A Steering Committee, appointed by the Executive Committee, addresses specific goals and objectives identified by the Executive Committee and develops operational plans for achieving these goals. Institution-based Planning Committees of program directors assigned to related projects or staff appointed by the institutions address specific activities identified by the Steering Committee.

Past Activities:

In 1989, M-DCC began planning to establish a city-wide Networks team for Miami. The Steering Committee attempted to link the Networks project with an existing Southeast Florida Educational Consortium (SFEC), which had been established by local business and educational representatives to address critical educational issues in Dade County. Unfortunately, promised state funding for SFEC did not materialize, local funding was cut, and the consortium disbanded. Proceeding on its own, in June, 1991, M-DCC hosted a county-wide meeting of representatives from education, business, industry, and government. The group voted to support the Steering Committee's recommendation to appoint an Executive Committee which would develop a comprehensive agenda to address Miami's on-going educational needs.

Future Activities:

At its most recent meeting, the Executive Committee voted to establish three planning committees, charged, respectively, with:

* Depicting the service environment pertinent to Networks' objectives by **conducting a comprehensive survey of**

programs, agencies, and organizations in Greater Miami and Dade County that service educationally and economically at-risk youth and unemployed or displaced adults. In developing this survey, this planning committee will use a widely cast net, identifying services in all principal social catchment setting for school dropouts and unemployed/displaced workers, including, for example, church, social service, criminal justice, and community organizations. Special attention will be paid to the identification of successful model programs in the community whose practices and successes will be promoted to the community-at-large.

* **Assaying the current status of the region's data and surveillance infrastructure** related to Networks target populations. The planning committee will seek improvements in the ways in which institutions in the community share, communicate, evaluate, and publicize data on these at-risk populations, and identify and correct pertinent data gaps. One of the probable "product" outgrowths of this initiative will ba a joint study of at-risk students in the County as they move from grade to grade, and from high school through college. Another would be the development of a regional **At-Risk Index**, a composite profile of social indicators that comprise an at-risk individual through which annual changes and improvements can be charted from a baseline, and through which comparisons can be made with other regions of the country.

* Planning a **symposium or working conference** on model programs, best practices, effective strategies, policy imperatives, and community action and awareness campaigns, growing out of the comprehensive agenda of issues affecting at-risk populations in the community. This planning Committee will emphasize identifying and presenting effective regional models -- what we are doing already that works -- and locating programs in other parts of the country that could work in Miami and Dade County.

THE NEWARK TEAM

Convening Institution: Essex County College
303 University Avenue
Newark, New Jersey 07102

Contact Person: John Seabrook (201) 877-1867
Special Assistant for Planning
and Institutional Development

Structure:

To conduct Project activities, two committees have been formed. The first, the Executive Committee, is composed of major leaders from the Newark community. Membership includes the President of Essex County College (ECC), the Provost of Rutgers-Newark, the Mayor of Newark, the Superintendent of the Newark Public Schools, a Senior Vice-President of the First Fidelity Corporation, the Director of the Victoria Foundation, and the President of the Chamber of Commerce. The Executive Committee will be the decision-making body for the Project, determining the appropriate course of action, giving direction to the Project Planning Committee, and receiving recommendations from the body.

The Planning Committee is composed of representatives from the same sectors included on the Executive Committee and will be responsible for carrying out specific Project activities. Two sub-committees will be formed; one will focus on post-secondary collaboration, while the other will address school-college partnerships. The Planning Committee as a whole will be responsible for developing proposals which address the needs of the city school system, the system's connections with post-secondary institutions, and methods to strengthen two-year/four-year cooperation.

Past Activities:

During the past years, inter-sector collaboration in Newark has been extensive:

* The Newark Board of Education developed a **Cluster Plan**, grouping each city high school, its feeder middle and lower schools, and a designated area college or university. Under this program, ECC provides faculty development activities for teachers in mathematics and science.

* The four major institutions of higher education created the **Council on Higher Education (CHEN)**, which meets monthly to discuss and coordinate cooperative efforts which affect the institutions themselves as well as relations between the institutions and the various constituencies of the city.

* The American Council on Education funded a **Curriculum Project** that has brought together ECC and Rutgers faculty for in-depth examinations of specific courses and teaching methods.

Future Activities:

The Project will work to develop a variety of strategies to address the needs of Newark public school children in a coherent and coordinated way, from the moment they enter pre-school programs until they complete their undergraduate education.

* The Project will support **discussions between ECC and Rutgers faculty** to develop methods to ensure the successful transfer of ECC graduates to Rutgers, with the long-range goal of joint enrollment between the two institutions.

* The Project will **examine the needs of the Malcolm X Shabazz Cluster,** develop an action plan to meet those needs, and begin ways to implement the plan.

* The Project will **sponsor discussions and planning for the entire Newark Public School System.** This planning will focus on three general areas: the quality of existing collaborative relationships, gaps in the delivery system, and the identification of new resources.

NORTHERN ALAMEDA COUNTY REGIONAL ALLIANCE FOR EDUCATIONAL DEVELOPMENT

Convening Institution: Peralta Community College District
333 East Eighth Street
Oakland, California 94606

Contact Person: Jack Daniels (510) 464-3196
Instructor in Psychology
Laney College

Structure:

The Alliance's infrastructure is composed of three tiers. The Executive Committee will be chaired by the Chancellor of the Peralta Community College District and will include six CEOs--three from business, two from government and one representing the six regional unified school Districts. A four-year institutional representative may join the group as well. The Executive Committee will meet quarterly and set the overall and annual goals of the Alliance.

The General Membership includes CEOs or their designees representing twelve regional businesses, six regional unified school districts, one community college district, two public universities, one private college, two community-based organizations, six regional cities' economic development departments, and additional government representatives based on population densities. The General Membership will meet quarterly and develop and refine the Alliance's specific goals and objectives.

Task Forces will develop comprehensive action plans. Members will be drawn from the bodies represented in the General Membership (government, business, and education). Task forces will also address immediate issues which may be outside of the annual agenda.

Past Activities:

The Alliance has been operative for two years and has met on an ongoing basis. The lack of time and resources has made it difficult for this city-wide team to accomplish many of its objectives. Last year the Alliance received a grant from the California Community College Chancellor's office to develop a coordinated plan for the region to meet its educational and training needs. The Alliance has begun **an inventory of employer needs and of the training capabilities of the region's training providers**. This award has enabled the team to attract many of the key business and government entities in the County to the Alliance.

Future Activities:

It is projected that all inter-sector projects will come to the Alliance for input and endorsement. During stage-one, the Alliance anticipates several activities:

* The Team will develop a **strategic plan** which will effect greater participation of underrepresented students in transfer-related programs as well as the preparation students for the regional labor force, specifically in those occupations requiring post-secondary training.

* The Team will develop a **structured pathway** for students from high school to community college to four-year institutions. A pilot program will include peer support, faculty involvement, and a mentoring component.

* The Team will develop a **follow-up system** to monitor student achievement and attainment of the baccalaureate degree. A corollary system will monitor employment requiring post-secondary education.

PHOENIX THINK TANK

Convening Institution: Maricopa County Community College District
2411 West 14th Street
Tempe, Arizona 85281-6941

Contact Person: Janet Beauchamp (602) 731-8028
Executive Director, Think Tank

Structure:

Established in 1988, the Think Tank exists because leaders of institutions recognized that a united effort, transcending jurisdictional lines, was essential to address the magnitude of educational needs of inner city students.

The Think Tank led by a Steering Committee, is comprised of leaders from seven inner city elementary school districts, the Phoenix Union High School District (PUHSD), the Maricopa County Community College District (MCCCD), the city of Phoenix, Arizona State University (ASU) and business and community representatives. Innovative ideas are critiqued, developed, and implemented by other levels of Think Tank membership.

Past Activities:

The early stages of the Think Tank featured high levels of dialogue and sharing of ideas, so that the "thinking" stage quickly evolved into the "doing" stage. Among the early projects:

* **The Student Monitoring and Alert System (SMASh)** is a computerized pilot program between the PUHSD and MCCCD. **SMASh** allows the early detection of student problems by combining data from the public schools and post-secondary institutions to allow comparisons of program, of group performance, and of individual student performance.

* **Achieving a College Education (ACE)**, a program in South Mountain Community College, is aimed at increasing the number of college graduates by identifying average students in the 10th grade of high school, by orienting them to a post-secondary program, and by exposing them to post-secondary education and the skills needed to be successful in that environment. **ACE Plus** is a combined, comprehensive program at Glendale Community College that offers both the ACE path and a vocationally oriented option on the same campus.

* **The Urban Teacher Corps Partnership** was established in 1990 to assist bilingual teacher aides in pursuing baccalaureate degrees. ASU's College of Education made a commitment to accept all students participating in the Corps who completed standard

requirements in the Rio Salado Community College Program. Participating school districts finance the students and guarantee employment upon graduation.

Future Activities:

The Think Tank has also developed these projects:

* A plan to provide a **better communication link with teachers** and to assist schools in their restructuring process.

* **The Comprehensive Regional Center for Minorities (CRCM)** to focus on science, mathematics, and engineering, and to train teachers and parents. **CRCM** has developed materials, training guides, and evaluation components and intends to extend these materials and techniques to teachers and families in inner-city Phoenix.

* A refinement of **SMASh** to ensure that student and program progress can be evaluated more effectively. In addition, mini forums, which will solicit the opinions of educators, parents, city officials, and students, will be held to assess the success of individual programs.

THE SANTA ANA NETWORKS TEAM

Convening Institution: Rancho Santiago College
1530 West 17th Street
Santa Ana, California 92706

Contact Person: Sara Lundquist (714) 564-6150
Director of Student Development

Structure:

Santa Ana's plan for developing Networks locally will focus on linking two established and successful collaborative programs. The first, Project STEP (Student and Teacher Educational Partnership), is a broad-based educational partnership that joins the Santa Ana Unified School District (SAUSD) with Rancho Santiago College (RSC), the University of California at Irvine, California State University at Fullerton, and Chapman University. More recently, a second key collaborative programs was formed when civic, educational, business, and governmental leaders joined forces to launch Santa Ana 2000.

Bridging these two collaborative programs will be a Networks Operations Group, consisting of representatives from each of the institutional partners, who will meet monthly to confer, plan, and implement core objectives.

Past Activities:

Both Project STEP and Santa Ana 2000 have initiated promising programs:

* Project STEP **task forces** on student services, mathematics, science and mathematics, teacher training, and literacy/English language development have worked to expand the definition of educational community among teachers while providing resources and leadership in restructuring efforts that have an immediate and direct impact upon students.

  One of this year's most promising STEP programs is the Discipline Dialogue series that brought 70 teachers together representing each of the educational segments to discuss knowledge, learning, cultural diversity, and assessment from a discipline-specific perspective.

* Santa Ana 2000 has implemented a **Stay in School drop-out prevention program** which utilizes over 400 positive community role models, begun a **Neighborhoods in Action** program to support parents in their work to build homes and communities that are gang and drug free, and completed an extensive **community child care survey**, which

has resulted in expanded site and staffing for local Head Start programs.

The **Health Tomorrows** component of Santa Ana 2000 is launching an integrated school-based health and social services delivery system via a mobile van and deliver services to local elementary school sites.

Future Activities:

* The project will develop a **formal mechanism by which Santa Ana 2000 and Project Step can work together.** It will begin by including the Santa Ana 2000 coordinator at STEP Council meetings, by selective joint participation at steering committee meetings, and by including Networks agenda items at all STEP and Santa Ana 2000 Executive Committee meetings.

* The team will develop a master plan for coordinated early outreach and support to under-representated students that will begin with **an analysis of current UC/CSU eligibility data profiled for SAUSD 9th, 10th, 11th, and 12th grade students.**

* The team will also work to **encourage increased family involvement in education** through **a multicultural parent conference** offered to parents of SAUSD students at RSC. Follow-up activities that engage parents in educational and school activities will be offered throughout the year.

THE QUEENS URBAN PARTNERSHIP

Convening Institution: LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101-9976

Contact Person: Pier Rogers (718) 482-5049
Project Director

Structure:

The Superintendent of District 25 (elementary and middle schools) will co-direct the project. An Advisory Board of Queens college presidents, deans, and vice chancellors will make policy decisions. A Vice President of AMBAC Indemnity, a local corporation, will convene this group.

The Superintendent of the Queens High School District will convene the Executive Committee, which will be composed of school district superintendents, principals, college faculty, and community representatives. The Executive Committee will establish the Center for Educational Reform (CURE), which will develop a comprehensive, inter-sector plan.

Past Activities:

LaGuardia's long-time role as the hub of 41 collaborative programs with the public schools and other CUNY colleges positions it strategically to spearhead this inter-sector educational partnership. During the past few years, several of LaGuardia Community College's collaborative projects have been replicated nationally; others regularly host an array of educators from around the world who seek to adopt some of the successful strategies.

* The **Exploring Transfer Program**, now in its eighth year, is designed to encourage fifty qualified community college students to transfer to four-year institutions through the positive experience of education at a four-year, residential college in specially developed team-taught curricula during a five-week summer session.

* The LaGuardia **Middle College High School**, located on the College's campus, admits at-risk high school students and offers them both secondary and college courses in a restructured high school featuring intensive guidance, team teaching, interdisciplinary curricula and community service cooperative education.

* The LaGuardia **International High School** uses the Middle College model to serve Limited English Proficient students who have been in the United States less than five years. All courses are taught in English featuring

content based learning. The program features collaborative small group learning.

Future Activities:

The Queens Urban Partnership has developed a preliminary plan, subject to modification by the advisory and executive committees, to develop an educational ladder through CURE, which will improve the edu ational progress of underserved students:

* In year one, **CURE will integrate the existing body of knowledge of educational principles that "work" to build capacity at all levels of the schools.** The goal is to utilize in widespread practice aspects of national models which have worked successfully. In the first year, data from the community will be incorporated into the inter-sector planning. This plan includes offering technical assistance for initiating schools - at the middle and secondary level - established by and with the support of the Board of Education.

* To improve the rate of underserved students who achieve the baccalaureate degree, **CURE will establish a Metropolitan Exploring Transfer Program** to expand the concept of two year/four year collaboration and encourage transfer for community college students by providing academic experiences in a four-year setting. To accomplish this goal, CURE will: promote team teaching among two-year and four-year faculty; design a course which addresses the critical issues of cultural dissonance and pedagogical differences in transitions; and engage in a college-wide study of learning and teaching styles.

* In year two, CURE will serve as a focus for restructuring education in Queens. **CURE expects to develop a comprehensive K-12 system of cooperative education which will focus on the interconnection of school and work.** Also in year two, at the LaGuardia site, the Board of Education and the Board of Higher Education will collaborate to establish a Pre-K through grade 6 school called Family College planned to open in 1994.

SEATTLE COALITION FOR EDUCATIONAL EQUITY

Convening Institution: Seattle Community College District
1500 Harvard Avenue
Seattle, Washington 98122

Contact Person: Julie Hungar (206) 587-4100
Vice Chancellor for Education
and Planning

Structure:

The Seattle Coalition comprises faculty and administrators from the Seattle Community College District, the Seattle Public Schools, Seattle University, the University of Washington, Seattle Pacific University, the Greater Seattle Chamber of Commerce, and local businesses. The Coalition has met regularly as a committee-of-the-whole since 1988. Task forces have addressed specific Coalition issues.

To formalize the Coalition's work, in 1992, chief executives of member institutions will sign a letter of commitment and agree to meet at least annually to review Coalition progress. Representatives will be officially designated and roles and responsibilities specified. Representatives will select a part-time coordinator to facilitate the administrative work of the project under the supervision of the project director.

Past Activities:

Since 1988, the Coalition has embarked upon several collaborative projects:

* It has conducted research and **published a report on minority students from the Seattle high school senior class of 1982-83**, tracing their participation and performance in higher education.

* It has initiated The Seattle Public Schools' creation of a **Middle College High School**, based on the LaGuardia model, at Seattle Central Community College, where it has been operating successfully for over two years.

* It has initiated a **Transfer Center** at Seattle Central Community College, since adopted at North Seattle Community College and now under development at South Seattle Community College, involving all the four-year institutions of the Coalition.

Future Activities:

During stage-one of the project, the Coalition proposes several initiatives:

* It will develop a **computer-based system for tracking students** who participate in Coalition programs in order to identify needed interventions and to monitor the success of the programs.

* It will sponsor a **conference** which brings together agencies and organizations in Seattle that offer programs and services directed towards Coalition goals. Out of this conference the Coalition will develop a computer-based registry to use as a source of referrals for students in the transfer centers.

* It will plan **summer transition programs** for community college students at four-year institutions in Seattle, involving both two-year and four-year faculty. These programs will be directed especially toward encouraging students in science, engineering, and teaching.

ERIC Clearinghouse for
Junior Colleges

SEP 25 1992